DOCUMENT RESUME

ED 181 149 UD 020 084

TITLE	Women and Minorities in Management: A Survey of Metropolitan Philadelphia Corporations.
INSTITUTION	Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE	Aug 79
NOTE	61p.: Not available in paper copy due to reproduction quality of original document: For a related document see UD 020 083
AVAILABLE FROM	Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($4.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administration: *Females: *Leadership Training: *Management: *Management Development: *Management Education: *Minority Groups
IDENTIFIERS	*Pennsylvania (Philadelphia)

ABSTRACT

This study was designed to determine whether research and development management is addressing properly the training needs of minorities and women. A survey of Philadelphia corporations indicated that women and minorities were relatively new to managerial ranks and were generally concentrated in lower-management positions. However, some progress in this area is reported. The recent increase in the number of women and minorities in first-level management positions is attributed to: the emergence of well-educated women and minority-group members; the use of legal action to remedy discriminatory practices; and the increased enforcement of affirmative action laws. It is indicated that women and minorities may need additional training in certain management skills, but that few corporations are responding effectively in this area. The report concludes that it remains problematic whether minorities and women will ever attain a significant number of high managerial positions. (WP)

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ED181149

WOMEN AND MINORITIES IN MANAGEMENT:

A SURVEY OF METROPOLITAN PHILADELPHIA

CORPORATIONS

August 1979

RBS PUBLICATIONS

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103

UDO 200084

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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I. BACKGROUND

Women and Minorities in Management is the third major document written as part of the Research for Better Schools (RBS) Project for Increasing the Participation of Women and Minorities in education research and development. The first, Management Training Needs of Women and Minorities, reviewed the available literature on the training needs of women and minorities and identified the knowledge, skills, and interpersonal needs of women and minority group members who aspire to managerial positions in education R&D. This information was then to be used to develop and utilize effective institutional approaches in the recruitment, training, and employment of women and minorities in education R&D organizations. The second major document of the Project, Management Training Programs for Women and Minorities: A Survey, published in March 1978, was compiled to "identify currently available programs designed to address those needs related to the application of management skills to future R&D work";[1] this was to be accomplished by examining management training programs for women and minorities in business, academic, and industrial settings.

The RBS Women and Minorities Training Project was designed to place second-year students from the Wharton School of Business in management internship roles at RBS. In light of the skills, experience, and training of these interns, the following assumption was made: "education R&D requires the same technical managerial skills as any other business organization."[2] This assumption has been

utilized throughout the development of the Project and has been reiterated in each of the project documents. The literature review revealed that the training needs of both women and minorities are "rarely . . . examined together in discussions of management skills, training, and personal requirements."[3] Indeed, there is a "paucity of literature on the black experience in management, less on the experience of other minority groups, and similarly, a lack of literature identifying the unique training needs of blacks and other minorities in management."[4] The search task, then, was to extrapolate from the abundant extant literature on work styles, leadership styles, sexism and racism, motivation to manage, etc., the unique training needs of women and minorities in education R&D management.

Upon completion of the search, it was concluded that "with the possible exception of mathematics and highly developed quantitative skills, management skills are not needed uniquely by women and minorities. Like their white male counterparts, women and minorities need skills in all aspects of management, including planning, organizing, directing, and controlling the goals, functions, and human resources of an organization."[5] Women and minorities also need training in personal skills. They need to learn to overcome those limitations that are self-imposed, socially imposed, or imposed as a result of their systematic exclusion from management opportunities, roles, and positions traditionally reserved for white males. These training needs, both in terms of management skills and personal skills, were categorized into three

groups: intrapersonal, extrapersonal, and interpersonal. It was anticipated that these needs could be used as subject-matter bases for a training program for women and minorities in management.

Using the literature review as a basis for the identified training needs, the survey was expected to determine if and how the training needs of women and minorities are being addressed. The results of the survey revealed that although several management training programs for women and minorities address some of the needs of women in entry-level positions, they rarely address the special needs of minorities. Most lacking are programs for women and minorities in the middle to upper levels of management.

After various academic institutions had been contacted and data compiled, several major metropolitan and suburban businesses and industries were told of the Project's plans and were asked for pertinent information about their particular management training programs. Women and Minorities in Management was created from the information gathered from these businesses and industries.

Interviewees and corporations have very differing ideas regarding facilitating the increase of the participation of women and minorities in education R&D management. It is generally agreed that some training is needed to help close the gap; many agree that now is the time to plan specific and concrete measures to address the identified needs of women and minorities.

Based on the procedures found in the representative corporations

and on the opinions of the interviewees, some questions that merit consideration include:

1. What is the background training and experience of women who are already managers? What has been the quality and productivity of their work? What skills are needed to help them to become fully effective managers?

2. What qualities and skill growths are needed to justify advancement?

3. Can a pool of potential managers be identified from women working in the field, or possible re-entrants to it? What criteria from work and life experience might be helpful to such an evaluation?

4. How can the capabilities of women and minorities be recognized and evaluated when recruiting entry-level managers?

5. What special training can be provided to develop the talents of these resources?

6. What can be done to improve or alter already existing training programs to cut expenses and to facilitate the movement for white male employees and support staff as well as for women and minority managers?

7. What other strategies can be produced cost-effectively so that they are feasible and within the means of the corporation?

8. How can promotion procedures be changed to encourage equal employment opportunity?

9. What can be done to alleviate the lack of role models for women and minorities in management?

10. What can be done to ensure comparable male/female/minority salaries for the accomplishment of comparable tasks?

It is hoped that this consolidation of participant responses offers a credible picture of what management means for women and minorities today. Answers to questions such as those listed above could reveal what management means for women and minorities tomorrow.

II. PURPOSE

This review was initially conducted to increase the Project's knowledge base about management policies and procedures. Assuming that "education R&D management requires the same technical managerial skills as any other business organization,"[6] it was logical to begin by examining management structure, principles, and procedures in business and industry. From this background information, more could be learned about the current status of women and minorities in management. Specifically, information was to be gathered to learn what levels and types of management positions are currently held by women and minorities in selected Philadelphia corporations, and to identify types of training currently being offered to assist women and minorities in moving into first, second, and third levels of management.

In addition, this review is directly related to the Management Training Program Survey, which compiled management training programs for women and minorities in education institutions and national training institutions (e.g., the American Management Association). This review, then, provides a point of comparison between corporate management programs and academic programs in training institutions.

Finally, having established a more complete understanding of the status of women and minorities in management, this review is expected to be of assistance to project staff. By examining the status of women and minorities in management (the problems encountered, the training needed, and the current strategies for addressing the needs), and by

gaining a better perspective on the corporate world's view of women and minorities in management, it is possible to address more effectively the need to view education R&D as a viable career choice and to acquire those competencies that will enable them to be upwardly mobile in, and to remain fully contributing members of, education R&D. The review is perceived as a tool to meet that need through the intership program.

Women and Minorities in Management reveals some of the problems and needs of women and minorities in management and, it is hoped, offers a realistic picture of what management means for women and minorities today.

III. INTERVIEW SCHEDULE

Participant Selection

Participating corporations covered a broad range of businesses, among them companies engaged in food services, communications, financing, data processing, retailing, pharmaceutical research and production, and chemical research and processing. These corporations maintain 1,000-170,000 employees on a local, regional, national, and, in two instances, an international basis. All of the selected corporations are either headquartered or have major branch offices in the Delaware Valley, within a thirty-mile radius of center-city Philadelphia.

The twenty-five corporations initially selected were listed in the 1977 issue of "Operation Native Talent," a publication sponsored by the Greater Philadelphia Chamber of Commerce, PENJERDEL Corporation, Delaware Valley Equal Opportunity employers, service organizations, and Delaware Valley colleges and universities. This publication lists companies and organizations who seek employees in specific disciplines and offers company profiles or "thumbnail descriptions" of the participating employers.

A list was made of those corporations most likely to have large management staffs and some type of career ladders; proximity to Philadelphia was also taken into consideration. Twenty-five corporations were selected at random from the list.

Each of the twenty-five corporations was contacted by phone to request the name and title of the person most likely to have the appro-

priate interest and information with which to respond to such an inquiry. These twenty-five persons received letters informing them about the Project and requesting information about management training and personnel and staff development at their particular company (see sample letter, Appendix).

From the initial contact, nine responded with invitations to interview or written information. After two and a half months had elapsed, those who had not responded were recontacted with a second letter (see sample letter, Appendix) requesting more specific information. Six corporations responded to the second inquiry; seven corporations did not. Of the fifteen who responded, one had no management training or development whatsoever, one had no interest in participating, and one replied after all the data had been compiled. All corporations who permitted interviews and/or sent information were acknowledged (see sample letter, Appendix).

Participant Interviews

Interviews were conducted over a four-month period, the first taking place on February 14, 1978, and the last on May 4, 1978. Interviews lasted from one to three hours, averaging about ninety minutes each.

Every interview was conducted in a similar manner, on a one-to-one basis between a member of the RBS Women and Minorities Training Project staff and the interviewee. With two exceptions, all interviews took place at the said corporation in a private office. One took place at RBS, and one during lunch in the corporation's cafeteria.

The content of the interviews varied somewhat according to the individual duties and responsibilities, and interests and experiences of the interviewee. Variations in corporate activities and policies, particularly in terms of affirmative action, also accounted for some differences in interview schedules and variations in the resulting data. In general, interviewees were asked to respond to the following set group of questions, and their responses were recorded as the interview progressed:

1. Describe the corporate structure of the organization in terms of the number of people employed and in what locations (i.e., explain where it is headquartered and where other parts are located).

2. Explain what business activities are performed by this corporation.

3. Describe the corporate ladders from the governing body down to the support staff. Give particular emphasis to the levels and duties of management in terms of the numbers and levels of management positions available.

4. What are the duties of the first-line manager? How can an employee from the inside be promoted to management?

5. How does a person from the outside become a first-line manager? Describe methods of recruiting staff from the outside.

6. Once a person is nominated for a management position, what is the selection procedure?

7. Explain how a first-line manager can be promoted to second-line management. Explain how a second-line manager can be promoted to third.

8. Describe any personnel programs for established managers.

9. Describe any career pathing or guidance that is provided by the company.

10. Describe outside training procedures and policies.

11. How are professional employees evaluated?

12. Does the company recruit at colleges and universities? Where?

How are candidates selected? What kinds of management training are provided for college graduates?

13. What programs/seminars are provided for women and minorities?

14. What are your personal views on special or separate management training programs for women and minorities?

15. Do you see any special training needs that women and minorities might have in management positions?

16. To what or to whom do you attribute your personal success?

17. What factors, in your opinion, would most contribute to the new manager's success?

At the conclusion of each interview, all data provided were compiled in a separate report.

IV. INTERVIEW FINDINGS

Management Structure

In order to examine the status of women and minorities in management, it is essential to begin by gathering data that explain what levels of management and duties of each level mean to each corporation. A basic overview of the corporate structure and an approximation of the number of professional and nonprofessional employees elicits significant information.

An overview of the corporate structure, for example, provides a framework for gathering more detailed information about management. It answers such questions as: What are the "steps" of the corporate ladder in this corporation? How many managers on each level does the corporation employ? What kinds of training are available to managerial employees? How are employees selected, promoted, and evaluated?

Such an overview makes it possible to discern the status of women and minorities in management in a particular corporation. As patterns emerge, comparisons can then be drawn. The number of professional managers on each level, for instance, can be broken down into the number that are women and minorities (it is helpful to know what proportion of all third-level managers are women and what proportion are minorities). Information can be broken down into what kinds of training are available that address the special needs of women and minorities in management, and what kinds of training include women and minorities, but have no

special provisions for them. A discussion of corporate training procedures also provides an opportunity for the interviewees to suggest kinds of training that, in their view, should be made available to assist in the development of successful managers.

Selection, promotion, and evaluation procedures imply a great deal about corporate attitudes and policies. For example, if managers are selected primarily on the basis of a recommendation from a supervisor's colleague in "the old boy network," or if employees are generally promoted on the basis of seniority, this could affect adversely the chances of advancement for women and minorities. If employees are evaluated on the basis of the supervisor's subjective judgment, this too could affect their chances for advancement. The following sections, then, describe what is meant by "management" in the fifteen Philadelphia corporations that were interviewed.

The complexity of the corporate structure is determined by the size of the corporation and the range of its activities. With few exceptions, corporations utilize a similar management structure with slight variations in organization or in titles of persons holding similar jobs. Most corporations included in the interview schedule are governed by a board of directors. A president ususally serves as both head of the corporation and member of the board. Subordinate to the president is usually one or several vice-presidents.

With the exception of the retailing establishments, every corporation follows a similar mangement pattern of three levels of management

responsibility. In this document, "third-line" refers to the top level of management, "second-line" refers to middle management, and "first-line refers to entry-level management. First-line managers are the lowest professional category in an organization aside from exempt (salaried) employees who have professional positions but who do not manage (e.g., field engineers and computer programmers). Below the first-line manager is the support staff.

Occasionally there is an additional catergory. One participating corporation, for example, has executive vice-presidents who assist the president and supervise the vice-presidents below them.

Duties and responsibilities of corporate executives vary from corporation to corporation. The major responsibility of some vice-presidents, for example, is that of overseeing third-line managers. Some are primarily responsible for function tasks; some for a combination of both functions and personnel. Still others are responsible for an entire corporate division. Regardless of duties, executives have some contact with and some responsibility for subordinate managers in an advisory, supervisory, or training capacity.

Aside from personal contact and a high level of responsibility in some form, area corporate executives have little in common except for the fact that they are virtually all white males. There were no women or minority presidents in any of the fifteen corporations examined. On the vice-presidential level, the representation is not much better, though a small number of vice-presidents and assistant vice-presidents

are either women or minorities. An equally small number serve as members of corporate boards of directors.

Duties of third- to first-line managers are similar to those of corporate executives in that they utilize similar kinds of management skills, which range from supervising personnel to overseeing operations. Likewise, managers generally have some contact with and responsibility for subordinate managers. Levels of responsibility, of course, increase as a manager gains the skills, experience, and confidence required for promotion.

Women and minorities are more visible in first- to third-line management than on executive levels. In the fifteen area corporations who participated, women and minorities can be found most often in first-line positions; there are, however, some in second- and a few in third-line management. In view of the overall corporate ladder, women and minorities are most prevalent on the lower steps.

There are two primary methods of becoming a first-line manager--external and internal. Statistically, 47 percent of all corporations interviewed recruit first-line managers from the inside whenever possible, 13 percent seek managers only from the outside, and 40 percent select from a pool of both in-house and outside candidates. The various methods of recruiting management personnel from both the inside and the outside are examined in the following sections.

External Recruiting

Corporations that cannot find first-level managers in-house use several methods to locate individuals. Employment agencies are sometimes used, as are local and nationally read newspapers (e.g., New York Times, Wall Street Journal). It is quite usual for corporations to form communication networks (sometimes referred to as "old boy networks") with colleagues in associated businesses. This accounts for some transfer of professional staff, particularly among higher levels of management, though some first- and second-line managers are found in this manner as well. Persons who submit applications of their own accord also increase the pool of candidates.

In order to meet Equal Employment Opportunity (EEO) standards, many corporations actively seek women and minority applicants. One corporate policy that seems to be increasingly common is that of first offering a position to the most qualified individual on the inside. If no competent person is available and the search must go to the outside, women and minorities are encouraged to apply and, if qualified, take precedence over white male applicants.

Although all of the above are common methods of external recruitment, the primary method of searching for first-level managers is that of recruiting on college campuses.

College Recruitment

About 40 percent of the corporations interviewed actively recruit college graduates for management positions and provide some specialized form of training that differs from training given to managers who have worked their way up in the company. Almost all of the corporations seek potential managers only at colleges in the immediate area; none sends recruiters beyond the eastern United States region. Most recruit primarily at coeducational universities; only about 30 percent recruit at any women's colleges.

As in areas of general employment, the majority of corporations actively seek women and minority graduates to participate in management training programs, again to help meet affirmative action standards. One financial institution, for example, annually selects three trainees. At the time of the interview (April 1978), one woman and one minority candidate had been selected for the June training program; the third individual had not yet been chosen. The 1978 training staff of another financial institution comprised two white women, one black male, and one white male.

Some large corporations do not accept college graduates directly into management. Instead, graduates begin in salaried positions that do not require management skills (e.g., sales, manufacturing, and research) and eventually work their way into first-line and subsequent levels of management. These individuals undergo the same training as all other new managers.

A significant number of corporations do no recruiting, apparently because they lack the need or the staff and facilities to do so. At least one person interviewed stated that his/her particular corporation considers such programs discriminatory against qualified and experienced individuals who do not hold degrees but who are management material.

Selection of College Graduates

Selection of college graduates for management careers is based on data similar to that used in the selection of other managerial staff. The college performance record in terms of academics and activities is generally the major criterion, follwed by one, two, or several interviews with personnel and management staff. Professional appearance and attitude is almost always taken into account.

Because the pool of candidates continually increases while the number of jobs decreases, students must do exceedingly well merely to be asked to an interview. All corporations agreed that they had little difficulty in finding top quality students to become management trainees.

Promotion, like initial selection, is normally based on performance, interview, and professional appearance and attitude. The major difference between selection and promotion is that as one moves farther up the career ladder, the competition for positions becomes increasingly keener.

Internal Promotion

When selecting management personnel from the inside, the most common methods are supervisor recommendation, employee self-nomination, and the job-posting system.

Promotion to management of in-house employees usually requires supervisor recommendation and self-nomination by the employee either on a formal or informal basis. Most corporations rely on both of these methods in an effort to provide every employee with an opportunity for promotion while minimizing the chances of overlooking qualified potential candidates.

In a few isolated cases, employees do not advance without supervisor recommendation. One corporation promotes entirely upon the basis of seniority within a department unless no staff member demonstrates adequate capability. The corporate policy of another business is that an employee must make known a desire in order to advance. In this way, supervisors may not assume that employees (married women, for example) would not wish to be considered for a certain position (one that requires extensive travel). This places the opportunity for advancement largely in the hands of the employee. Of the various methods of in-house recruiting, the job-posting system is used predominantly.

Job-Posting

Aside from the retail businesses where employees are tracked on the "road to buyership" from the outset, the job-posting system is one

method of publicizing corporate vacancies to in-house staff. This method, which aids the corporation in finding candidates for management and other positions, is used in more than 40 percent of the fifteen corporations.

Depending on the size and nature of the corporation and the type of position available, job-posting is done on a local, regional, and national basis. Job-posting outside the immediate locale, however, is usually reserved for specialized professional vacancies to fill high executive or technical positions.

Generally, the job-posting system means publicizing all vacancies in a weekly, bimonthly, or monthly corporate newsletter. Employees are given ample time to apply and be interviewed before vacancy announcements are sent to newspapers, employment agencies, and other public sources.

Organizations that do not utilized a formal job-posting system depend solely on supervisor recognition of an employee with appropriate skills or, at best, on word-of-mouth communication.

Selection and Promotion

Selection of managers is based on a combination of several different factors. Promotion is generally based on the same criterion as initial selection; however, there are fewer and fewer available positions as the employee moves up the corporate ladder. As one might expect, it is rare for any but the most outstanding managers to become highly successful. Ninety-three percent of the participant corporations consider the employee's

performance record, including college, previous employment, or the quality of work currently performed. Without exception, the performance record is the primary criterion considered; occasionally it is the only criterion.

Eighty-seven percent of the corporations select and promote largely on the basis of an interview. In these cases, when dependent upon the subjective judgment of the interviewer, selection and promotion are somewhat arbitrary. Seventy-three percent consider academic qualifications and kinds of professional work experience. Thirty-three percent consider the employee's career goals and objectives when making a selection. Twenty-seven percent consider the employee's potential ability and limitations in terms of the probable highest position the employee can eventually fill in that corporation. Twenty-seven percent consider aptitude test scores and/or other types of assessment, though none disqualify candidates totally on the basis of low scores; high test scores do, however, serve as a plus for those candidates who have achieved them.

Professional sensitivity is a term used by 13 percent of the corporations. This requires that the candidate have a professional image, attitude, manner, and an understanding of his/her role in the corporation. Finally, 7 percent of the corporations base promotions on seniority in all but exceptional cases.

Lateral Movement

In the majority of organizations, vertical movement is generally more common than lateral. When lateral movement does exist, it seems to appear mainly in cases where employees elect to move to another geographic location while continuing their position (or taking a similar position) in another division or branch of the same corporation.

Only one corporation has used lateral movement seemingly to its own advantage. The executives in this particular financial institution are currently in their mid-forties or early fifties. Because of this, the corporation evidences unusual open-mindedness and a willingness to try new ideas. Negatively, the youthfulness of the upper management levels has caused the corporation to lack upward mobility. One result of both attributes is job-shifting on both levels. While waiting for a projected opening (possibly in two to five years), managers exchange positions and thus remain interested and challenged. This helps avoid losing superior employees to outside positions when they are unable to move up the career ladder as quickly as anticipated. At the same time, the organization profits from the increased expertise of its managers.

Personnel and Staff Development

Personnel and staff development in many corporations is synonymous with management training. In such cases, management training is an ongoing procedure, regardless of the time an employee has been established in a

position and despite his or her background and experience. In some corporations, however, personnel and staff development is separate from training and involves programs that are intended to benefit the employee. Among these programs (which are described below) is career planning and pathing, a program designed to help employees plan long-range career goals. Other corporations provide corporate seminars to upgrade the skills of managers. Still others have programs such as the performance plan and the skills profile, which are designed to motivate the employee to work at top level capacity.

Career Planning and Pathing

Career planning and pathing takes the lead in personnel and staff development programs, as 47 percent of the corporations provide some sort of career directives in varying degrees. In the retailing industry, divisions are generally operated as independent businesses, each with its own management and decision-making responsibilities. This system provides each manager with growth and advancement opportunities. Thus, career pathing is highly flexible and permits talented individuals to advance in several ways. In retailing, career pathing takes place in a relaxed, employee-initiated manner. From the outset, every individual is aware that the opportunity exists to discuss interests and career objectives, and how they can be achieved, with personnel and/or with more experienced practitioners in the field.

In other organizations, career pathing is far more structured.

Often employees devise their own long-range career plans with the help of a supervisor and/or the human resources department (or a group with a similar function). Plans are then evaluated by human resources, and the employee is notified of development needs necessary to achieve his/her goals.

One corporation has no career guidance center or counselor, but instead has established networks of professional employees to provide guidance to any employee who desires it. These committees do not make formal recommendations, offering only suggestions and opinions. Participation is entirely optional; nevertheless, the company boasts more than 90 percent employee utilization.

Evaluation. Although the methods and formality of employee evaluations differ considerably, each of the fifteen corporations evaluates its employees in some manner at least annually. Most corporations have established forms, often called performance plans, which list measurable, quantitative skills. One such form lists a set of standards the employee is expected to meet. These standards essentially identify four main factors:

1. the mission statement (what the job is)
2. key responsibilities in that position
3. performance indicators
4. level of performance expected

Other forms simply rate the employee quantitatively on such skills as performance, reliability, quality of work, independent thinking, supervisory ability, and contribution to the furthering of affirmative action goals. Almost always, the employee is evaluated on the basis of an agreement made regarding duties and responsibilities at the beginning of the work year.

Without exception, supervisors and employees are required to discuss the evaluation and sign it before it is completed. There is also a formal or informal provision for the employee to express dissatisfaction by requesting that someone of higher authority review the evaluation.

A few corporations have less formal procedures than those described above. One large corporation, for example, requires every employee to undergo yearly evaluation; however, supervisors are not required to use any particular form. Copies are not kept in any central location, nor are they reviewed by any higher level manager. The corporation trusts that the evaluation procedure will be worked out satisfactorily between every employee and the supervisor. Retail management also does not require written or formal evaluations of employees. Apparently, trainees work so closely with more experienced buyers that they are evaluated orally on a daily basis. One department store calls this the merit review system, which monitors progress at regular intervals. A consistently good performer is rewarded with a promotion.

Regardless of the formality or informality of the evaluation procedure, promotions and merit increases are at least partially, if not entirely, based on the results.

Performance plan. Two organizations have incorporated a performance plan in their personnel and staff development programs. One of the plans is written by the supervisor together with the employee to place the employee's efforts in areas where performance is lacking. Statements in the plan are expected to be measurable and quantitative. In this organization, all merit increases are based on improving the employee's performance in accordance with this plan. A performance plan in the other organizatior permits less employee participation. It is simply a statement of what is expected of the employee in relation to his/her past performance.

Skills profile. There is, in addition, one other personnel program that merits attention. The skills profile is a counseling and guidance tool one corporation has developed for salaried employees. The profile explicitly defines skills such as communications, leadership, judgment, team support, employee development, and motivation, and rates employees in these and other areas as well. According to their personal observation and judgment, supervisors also note employees' strengths and potential level or type of employment in terms of the employees' aspirations. The supervisor writes needs for improvement and development actions. Development actions refer to how the needs for improvement should be addressed, that is, which courses will be needed to assist this individual to attain a position worthy of his/her fullest potential.

The skills profile must be signed by the employee, the immediate supervisor, and the supervisor's supervisor. Copies are then distributed to the employee, the supervisor, personnel, data processing, and planning and research.

Training

In-house. Training in every corporation is done largely on the job. Additional in-house training, in some form, is provided by all but two of the corporations. Training programs cover a broad range--from an occasional seminar in general management skills, to corporate-run schools who publish detailed catalogs listing numerous courses that have been developed to address the needs of particular employees. Forty-seven percent of the corporations have extensive programs such as these, and employ training, curriculum development, and evaluation staffs that keep courses current and relevant. It is interesting to note that only one of these training programs has been in existence for more than five years.

A different perspective on training is taken by one organization, which attempts to address employee needs in terms of overall departmental needs. The formalized plan is written by the department head together with assistants and the managers in the department. Departmental goals are written for one-month, one-year, and five-year periods. During that time, the department head and managers regularly analyze progress toward achieving these goals. Any goals not being satisfactorily met are carefully considered and ideas are proposed to correct the situation. These ideas are taken to the training staff, who utilize them in planning seminars to help staff improve and increase their efforts toward the successful completion of the short- and long-term plans.

No corporation has a training program exclusively for women and minorities; integration of all trainees is a universal policy. Corporations

agree that by providing special training at this time they would be charged with reverse discrimination or with failure to meet EEO requirements.

Nevertheless, male and female interviewees agree that there should be no separate management training programs according to sex or race. All of the men interviewed simply saw no need for it. Many of the men and all of the women who commented on this issue believed that separate training would be harmful. As one director of management training stated, "It [separate training] creates a threatening atmosphere for men, and promotes a deceptive feeling of specialness in women." Along the same vein, an executive of a Philadelphia financial institution commented, "Women and minorities should be forced to confront the competition and management and sexist problems from the outset."

External. Forty-seven percent of the corporations interviewed pay complete or partial tuition for employees to attend outside seminars that are supervisor approved and job related. Some corporations sponsor training at selected institutions only; others permit employees to attend a school or program of their choice, provided it is cost effective. Despite the fact that similar training is offered in-house, one large corporation pays for outside training provided that the outside training is more applicable to the employee's needs. At least one pays partial tuition for personnel to pursue further education in the field of their choice, regardless of whether or not it is job related. Hoping to motivate employees to further their education, this corporation also holds an annual College Day by inviting area colleges and universities to set up booths in corporate head-

quarters. This kind of activity is considered an asset to both the individual and the company at large.

On the opposite end of the scale, 33 percent of the corporations interviewed do not aid employees in any outside training. The reasoning in almost all cases is that sufficient training is provided more cost-effectively in-house.

Management Development Programs

Six corporations (40 percent) conduct management development programs for established management personnel. This term refers to corporate seminars (usually three to five days each) made available to increase the efficiency of managers and to upgrade their skills. Among the seminar topics listed most frequently are Communications, Motivation, Labor Relations, Transactional Analysis, Time Management, Affirmative Action, Management Theory, Budgeting, Problem Solving, Decision Making, and Supervisory Skills.

Training for College Graduates

Management training is normally more fast paced and high risk oriented for college graduates than for first-level managers who have been internally promoted. The purpose of this is to challenge the motivated individual so that within approximately one year both the company and the individual know whether or not he/she has what it takes to advance in management. Trainees of this caliber are hired because it is believed they have the potential for middle- or top-level management. Generally, trainees

with strong educational backgrounds are given demanding jobs in whatever area their scholastic backgrounds, aptitudes, and interests seem to point. New managers of this type set their own goals. They are given the opportunity to learn, to prove themselves, and to fail. If they show an ability to move quickly, they are given other assignments designed to broaden their work experience and to prepare them for increasing levels of responsibility. Some corporations are so selective of graduates that more than 90 percent remain after completing the initial training. Other interviewees stated that, because the program at their own company is so pressured, as many as 50 percent leave voluntarily or are asked to leave after one year.

The banking industry is one area where management training for college graduates is currently changing. In the past, training has consisted of a broad-based rotation throughout all bank departments. This system is still used in a number of banks today. In several banks, however, costs now prohibit the floating arrangement that new managers formerly experienced. Today, new managers train for a particular department and remain at that location throughout their careers. As one bank manager stated, the former system was more advantageous to the trainees because they were then able to understand the working components of the bank and how they relate and interact; the new system, however, is more efficient and less expensive. Another advantage is that it provides the new manager with an opportunity to specialize early in his/her career.

V. IMPLICATIONS FOR WOMEN AND MINORITIES

Women in management have always been a small group. According to the Manpower Report of the President, April 1974, the number of women employed in managerial, administrative positions in 1959 was 1,078, or 5.1 percent of the total management work force.[7] The number increased to 1,108 in 1964, but the percentage decreased to 4.6 percent.[8] In 1969, there were 1,261 women managers, equaling only 4.6 percent.[9] In April, 1974, the number increased to 1,654, or 5 percent of the managerial employees.[10] Thus, although the number of women in management increased by about 600,000 in the 1959-74 period, the proportion of all women employed in each of these occupation groups declined during the same fifteen-year period.[11]

In 1970, the U.S. Census listed about five to six million persons in managerial or administrative positions, of whom less than 2 percent were women. A 1970 study by the American Society for Public Administration and the Bureau of National Affairs provides further verification of the small number of women managers. Of the 150 companies surveyed, 39 percent had no women managers, 88 percent had less than 5 percent, and 93 percent had less than 10 percent. In a follow-up survey taken nearly two years later, in December 1971, that last group was reduced only three percentage points, from 93 to 90 percent.[12]

The percentage of minority women in management has been even lower. In 1963, about 1.5 percent had supervisory positions. This increased to about 2.6 percent in 1973--about half the proportion of white women who were in this population group.[13]

Women's low visibility is also reflected in income data. In 1971, 38.3 percent of male salaried nonfarm managers and administrators earned $15,000 a year or more; only 6.5 percent of women in the same category earned this amount. Median income of full-time salaried female managers was $7,539, about half the amount received by men ($13,629). Much of this discrepancy can, of course, be accounted for by the concentration of women in lower level positions, or by earnings discrimination, or both.[14]

In 1975, a third of the work force was female, yet women made up less than 5 percent of middle management; less than 2 percent of the business executives were women. The income discrepancy between male and female managers had been resolved somewhat over the four-year period, but was not yet equal. Seventy percent of all women employed in managerial occupations now had an annual income discrepancy of $3,500 or more.[15]

And what is the situation in 1978? The survey results from the fifteen Philadelphia corporations provide a picture for the status of women and minorities in management.

Representation in Management

One indication of the current status of women and minorities in management is the lack of available information on the number or percentage of women and minorities currently employed as managers in the corporations surveyed. Although the interviewees carried titles such as director of management training programs, recruiting manager, director of training, manager of executive placement, and personnel administrator, only one

participant was able to provide complete and accurate statistical data. Many did not know, or were not permitted to divulge, employment information according to race and sex. The majority offered vague generalizations such as, "Our corporation has several first-line managers who are women, some second, and very few third." In general, there was even less known about minority managers. Some interviewees knew only that the corporations they represent are currently meeting or above EEO standards. Several stated that such information was not in their jurisdiction, but was entirely the concern of the corporation's affirmative action office. In view of Federal laws and regulations to hire and promote qualified women and minorities and to insure equal opportunity, a surprising number of corporations compile such data no more frequently than every two, three, or five years.

The survey was able to determine, however, that women and minorities remain relatively new to the ranks of management. They have only recently begun to move into the first, second, and third levels of management. In all of the corporations surveyed, the number of women who occupy first-level management positions is increasing. Some women are beginning to appear in second-level positions, although the number of women in relation to the number of men at this level is proportionately small. Women occasionally may be found in third-level positions, but at this level these remain the exception to the rule. Circumstances are no better for minorities: in almost every case they are less represented than their white female counterparts on all levels.

Retailing is virtually the only business investigated where the number of women is equal to and even greater than the number of men in management. It should be noted, however, that "manager" in retailing is equivalent to "buyer." This type of management is considerably different from management in any other business. This phenomenon may be attributed to the fact that retailing is female-appealing. Perhaps because there is neither big money nor security in this business, few men are interested in the long hours and dedication required to be successful. The director of management training in one major department store, a woman, stated that the lack of male competition and domination provides women with "a chance for success without outside limitations--a chance that is perhaps not yet available to women in other work settings." She intimated that women in retailing occupy prestigious positions: "the largest percentage of buyers in the store are women, and many are heads of their divisions and store managers as well." Further, 98 percent of the employees seen in her office are women on a junior executive level. Nevertheless, there is not a single woman above that junior executive level. She also stated, "Minorities are underrepresented in retailing and are being actively sought."

Despite the consistent policy of relatively few women and minorities in management throughout the history of business, there is evidence in these fifteen corporations that this is slowly beginning to change. The majority of corporations interviewed list the number of females in first-level management at 28-50 percent of the total group. Minorities are somewhat less represented, the number ranging from 5-30 percent.

Participants attributed the recent increase of women and minorities, particularly women, to several factors. First, our society has produced a generation of well-educated, self-confident women and minorities who are aware of their legal rights and who are willing to take action--legal if necessary--to attain positions for which they are qualified. Second, corporations have become aware of discriminatory practices and procedures and have, of their own accord, taken necessary steps to correct them. Finally, and perhaps most significantly, entrance into management has been facilitated by an increased enforcement of affirmative action laws; in recent years, corporations have been forced to hire both women and minorities and to place them in positions of authority.

Problems Encountered

Although the entry of women and minorities into management has been a slow process, it has resulted in a barrage of problems and difficulties for corporations and for women and minorities. Based on the premise that the growth and advancement for women and minorities can be greatly influenced by the attitudes of their supervisors, the interviewees were asked to identify some of the problems faced by female and minority managers, and to suggest some possible solutions.

Almost every man seemed unaccustomed to examining the status of women and minorities in management, and appeared somewhat uncomfortable when confronted with the request to present his personal views on the subject. Most perceived few problems or barriers for women and minorities

in pursuing management careers. Further, most were of the opinion that any problems that do exist will be resolved in good time. Representative of this view was one man's comment: "I don't see any real problems for women and minorities in management, especially now that opportunities for gaining experience [because of affirmative action] are more plentiful." He was supported by a male personnel manager who was "unaware of any special problems." The manager of training and development at a large corporation believed that, in general, men and women have similar problems.

Another manager of training and development at a large suburban corporation stated that, personally, he had "never really thought about the need for role models or mentors." He stated further: "If this is a problem, it will decrease gradually as women are promoted to advanced positions." It is interesting to note that at this corporation, those in a hiring capacity are "encouraged to consider" women and minorities. In his words, "We can't force managers, we can only recommend action."

A few male participants noted the difficulty that women encounter with handling what men call the social business deal. One stated that a good percentage of his business is conducted in settings (e.g., on the golf course) where a female coworker would not likely be included. Women also noted the problem of the social business deal. One woman termed it "being left out when important decisions are made at social functions."

Three of the men stated that, as first-line managers, women in general are superior to men. One acknowledged that women must do better than men to achieve equal status. Another cited a case where a client

had difficulty dealing with a woman representative from his corporation. "That problem was easily remedied," he stated, "when the client gave the woman an opportunity to prove herself."

Training Needs

The men and women interviewed unanimously agreed that a separate management training program for women and minorities would be unnecessary or possibly even harmful. Some did suggest, however, that perhaps women and minorities could, as one man remarked, "use some additional training to help close the gap."

Women Managers

Not surprisingly, the women interviewed proved to be far more outspoken than their male counterparts, particularly concerning areas of need. Women, of course, have the added advantage of being able to draw from personal experience.

Although the director of management training at a locally headquartered department store stated that women in retailing exhibit good coping skills and are assertive, every other interviewee listed assertiveness as a primary need for women managers.

Another director of training noted that the failure to take risks is one of the shortcomings she has recognized in the women managers on staff. She also noted that often they spend too much time on the immediate task and fail to keep long-range goals in perspective. "This lack of

direction," she commented, "hinders women in climbing the career ladder."

One woman noted that teamwork is an essential management skill many female managers do not have. In her words, "Women insist upon working independently and discover, often belatedly, that there is no one to answer for their mistakes but themselves. Men win and lose together, sharing not only the profits and losses but the responsibility as well."

Earlier in the Project, factors such as those that affect women in management were referred to as intrapersonal factors or factors affecting career patterns of women and minorities in management that might be dictated by the individual's habits of mind.[16] Other intrapersonal needs generally agreed upon were competitiveness, flexibility in work style, self-confidence and achievement motivation, knowledge of finance, time management, and career goal-setting assistance particularly in establishing long-range goals early.

Extrapersonal characteristics were defined as those "factors impacting on the entry and rise of women and minorities in management" that have "more to do with the external forces influencing the individual such as racism and sexism."[17] Extrapersonal factors include institutional practices "covertly and systematically carried out by the members of the established mainstream, which exclude women and minorities from positions of power in management as well as from other significant social, and political roles in society."[18] Women noted two areas in which assistance is needed to overcome such extrapersonal factors. One of these is how to play corporate politics, a game that one personnel director suggested women need to learn.

Another suggested that female employees everywhere would benefit from a session informing them of appropriate legal information in regard to discriminatory practices.

The remainder of the suggested skills that women and minorities lack are interpersonal. Interpersonal factors were defined as "the behaviors of individuals and groups [toward one another] based on fears, prejudices, and assumptions."[19] Among the interpersonal needs listed by women were networking, female role models, tact and diplomacy, and membership in professional organizations for visibility.

Another of women's interpersonal concerns is that of balancing their careers and their personal lives. An older woman regards the career/family problem as a choice that only women must make. She believes that both can be done successfully, but not without one or both suffering to some extent. A young divorcee, in stressing the need for support in finding a balance between personal life and career, stated that "those with families or two working parents must explore alternative life-styles until they find a balance that is right for them."

Several women mentioned that women need to learn to use their femininity to their own advantage. One stated that perhaps "women fear that those softer qualities are detrimental." Others mentioned that women need to learn to be themselves on the job rather than try to imitate their male counterparts. One woman stated that "women must be willing to prove themselves. In order to do that, they must be themselves."

Women also noted another problem: Members of their sex are, at times, too loyal. They stay with the corporation where they have trained because

they feel they owe it something. One woman remarked that "men take the experience and run with it." A male personnel manager also noted that women managers in his organization have a greater tendency to stay than men do. However, his perception of the situation differed considerably from that of the above woman's. In his view, women stay not because of loyalty or lack of self-confidence, but because affirmative action offers greater opportunities for women than men. He suggested that one reason men leave is that they are "uncomfortable competing with superior women and are afraid that such a woman may be promoted above them."

Although women were eager to discuss difficulties they and their female colleagues have faced, they also did not hesitate to emphasize their considerable faith in today's female college graduates and belief that women today are just as qualified and capable as men. Many women specified characteristics advantageous to successful management that they feel women offer but that do not appear as often in men. For the most part, these characteristics are interpersonal. Women tend to exhibit more empathy for others--a caring for people and an ability to listen. Women also tend to expect more of themselves and to do the little bit extra. Women are more often perfectionists and have better communication skills.

Minority Managers

As was stated earlier, minorities, more so than women, have been underrepresented in all phases of management. In 1963, only 1.5 percent of minority women had supervisory positions. In 1973, this percentage increased to about 2.6 percent, about half the population of white women who were in this population group.[20]

Among the fifteen Philadelphia corporations surveyed, circumstances have altered very little for minority groups during the five years that have passed since 1973. As was previously noted, minorities in first-line management occupy 5-30 percent of the total group, whereas women now occupy 28-50 percent. This represents a significant increase in minority managers on that level, but there are still very few in middle and upper management.

There are few ongoing efforts among the fifteen corporations to change the fact that minorities are less represented than white females. Some are recruiting minorities to fill vacancies when they occur, but no corporation in the fifteen surveyed provides specialized training for minority managers. One interviewee pointed out that it is too costly to provide specialized training for small numbers of employees. Thus, there are not enough minority managers to afford the expense of special training programs. At the same time, training is badly needed to increase the small proportion of qualified minority managers.

Those interviewees who were in a hiring capacity intimated that they had not considered either the problem of minority underrepresentation or possible solutions to it. Perhaps their limited contact with minorities on a professional level accounts for this lack of awareness. The white male executive or third-level manager has conducted his business affairs primarily with other white males. Because he lacks the contact with minority managers, he is not aware of the problems and difficulties they encounter. In some cases, the male interviewees exhibited some discomfort with the subject. Indeed, at times it could be inferred that an increase

of minority groups in management is perceived to be somewhat threatening by the established white male manager.

Women's experience with minorities seems to be lacking as well. And, in their eagerness to voice personal views on the problems encountered by women in management, they had little to say in regard to minorities. The major difference between males and females interviewed was in attitude. Perhaps because they affiliate with the minority identity, women were more supportive of increasing the number of minorities in management than were white males. Women also appeared to feel less threatened by an increased number of minority managers.

One male manager did offer advice in aiding the minority to become successful in management; this is to "treat minorities equally." He stated that his experience has been that minorities are so overprotected that they do not get the same experiences as their white counterparts. This overprotection dooms minorities to failure when given assignments and responsibilities for which they have not been properly prepared. In order to remedy this problem, he suggested assigning minority trainees to a strong and successful supervisor whose behavior one would wish them to emulate. Such "role models" tend to be less protective than other managers. A supervisor on a higher level should then work closely with the manager and the employee to ensure opportunities comparable to those of other management trainees.

Current Strategies and Resolutions

The previous comments and opinions reveal that managers and corporations are, at least in part, becoming aware of some of the problems that continue to prevent the assimilation of women and minorities into positions of authority in managment. The process of change in addressing these prolems, however, is a slow, often expensive venture. Many corporations simply are not prepared to deal with them. Some apparently assume that integration is merely a matter of time and experience. Some cite the cost of development and implementation as the major obstacle preventing training. Others have recognized at least some of the problems and have begun to address them in some manner.

Generally, the first step has been to provide a kind of seminar to help women and minorities cope with situations that have hindered them from managing effectively. Many corporations employ outside consultants such as Margaret Hennig and Anne Jardim, authors of the well-known book The Managerial Woman, to assist in the development of woman managers. Other corporations delegate the task of developing such a program to in-house training staffs. The product of one such task force is a program currently being offered called "Women as Supervisors."

Another approach, taken by several corporations, is that of making an affirmative action seminar or course available to both male and female employees, assuming that both sexes must be made cognizant of forthcoming changes in order to smooth the corporate adjustment to increased numbers of women and minority supervisors. One corporation boasts significant

progress since such a seminar was first offered in 1975. Blacks and women have made outspoken complaints and managers have been forced to listen and respond. Since the early days of the seminar, many preconceived notions have proven to be fallacies. The shouting matches of former days have evolved into an acceptance of problems, and employees and managers have begun to seek workable solutions.

Boyle/Kirkman Associates of New York City are consultants who have been hired by two of the fifteen corporations to assist in the transition of women into management and to aid managers and executives in understanding the changes and their implications. "Managing in the Affirmative Action Setting" is one seminar that has been used successfully.

Only one of the fifteen corporations is addressing problems and needs of women and minorities in more than one way. The programs and activities of this corporation are described below:

1. The corporation just completed a two-year Management and Women's Awareness project, initially recommended by Boyle/Kirkman Associates. Managers were asked to attend a one-day seminar in which they discussed the traditional role of women and how that role may show up as bias and/or discrimination in business. They detailed the requirements of affirmative action and developed an action strategy for their own group. Women attended a two-day session in which they examined their own attitudes about women and about themselves. They participated in assertiveness and self-selling skill training and began to work on their own career plans.

2. The corporation piloted a program entitled "Men and Women Working Together." This three-day program identified the typical dynamics of men and women in a group and pinpointed listening skills and feedback skills as particular deficit areas. It is likely that the program will be used again in the future.

3. The corporation is surveying broad groups of employees about perceived training needs, with some attention to special emphasis groups. As a corporation, the direction has been to find ways to facilitate the increased participation of women with men at all levels. The corporation has philosophically leaned away from isolating any group to provide remedial training because this appears to increase the alienation women and minorities already experience.

Thus, training for minorities is essentially nonexistant; for women it is, at best, in the elementary stages. Programs that do exist are basically experimental in nature, not having been underway long enough to have been properly evaluated. They are a first step, yet seemingly they do not begin to touch upon the many critical issues. A large portion of the training relates to implementation of affirmative action. This instigates change in terms of advancement and salary increases; it does little, however, to upgrade skills. The major concern, then is not so much the variations in the training programs that do exist but rather in the overall lack of training. As one woman pointed out, "Most corporations attempt to ensure that a talented man will have an opportunity to develop himself so as to benefit both himself and his company. He is not let to struggle to learn new skills, but rather has received much assistance in becoming a valuable corporate resource." Perhaps in this light the need for training women and minorities in management will become more apparent.

Success in Management

In previous sections, interviewees have offered their perceptions of the status of women and minorities in management in terms of representation, problems encountered, and training needs. They have offered their opinions and suggestions regarding methods of improving the status of women and minorities.

Given greater representation, the extensive problems solved, and the training needs addressed, there would yet remain a missing element. If there is to be a future for women and minorities in management, what, besides proper training and equal opportunity for advancement, would insure their success? Which characteristics and skills would prove to be most beneficial in climbing to the top of the corporate ladder?

In order to discern which characteristics constitute the successful manager, it was logical to begin with the interviewees who had all achieved responsible management positions. Therefore, each was asked to identify the factor or factors most critical in achieving his/her success. The responses of females were relatively consistent with each other, as were the responses of males. Between males and females, however, there was considerable difference between the factors or types of factors that, in their views, made them successful. Almost every woman, for example, cited a mentor as one primary factor that has helped her to become successful. Men, on the other hand, designated performance as being largely responsible for their promotions.

One woman interviewed believes the key to success is, first and foremost, the mentor system. She believes in "the luck of meeting someone who has the power to help you." She believes in returning that kindness by being a mentor for someone else when one is in a position to do so. In her opinion, becoming successful in management can be attributed to luck or fate, but not entirely so. "People must put themselves in a position to meet a mentor." There are a number of ways to accomplish

this: "by education in the field, by membership in professional organizations, by seeking out every possible contact in the profession, and by learning everything you can from them." She advised to "put yourself out there and it will happen," but warns that "what you make of 'luck' is your responsibility."

In her view, there are other elements of success as well. "You must have talent, you must work hard, and become educated as necessary. You must have luck, you must have confidence, and be willing to prove yourself. At times you must be willing to take a lower paying job for experience. Perhaps most of all, to be successful you must take risks."

She was also concerned about the effect of one's personal life on one's career. "To be successful, you need support in finding a balance between your personal life and career. Those with families or two working adults must explore alternative life-styles until they find a balance that is right for them."

In contrast, a top-level manager attributed his personal success to characteristics far more closely aligned with his own ability and self-determination. He set his career goals early in life and planned in long-range terms. He maintained a strong, sustained track record and built his reputation, making sure always to be visible in order to earn the recognition and sponsorship of key figures in the corporation.

The most significant contribution to his success was also self-attributable. He discovered a corporate problem that had not previously been recognized. He found a solution to the problem and proved that the

solution was viable despite the fact that his supervisor and his supervisor's supervisor refused to support his idea. Against considerable odds, he succeeded in solving the problem and saving the corporation an extensive amount of money. As a result, he was promoted to the prestigious position he now holds.

Other men attribute their personal success to self-confidence, job availability or being at the right place at the right time, recognition, self-motivation, early career goals, intelligence, communication skills, initiative, making decisions and solving problems, sensitivity towards people, an ability to work under pressure, and being right more often than wrong.

In addition to recognizing the advantage of having a mentor, women attribute success to hard work, luck, opportunity, talent, being assertive, and proper education. Although most women personally did not set career goals until they had several years of working experience, they are beginning to recognize this as an essential part of success. As one woman stated, "It is becoming more and more apparent that in order to figure out how to get there, one needs to know exactly where one is going." Others value an ability to organize and set priorities, an ability to delegate responsibility, an ability to grow at their own pace, and a willingness to sacrifice from their personal lives.

Perspectives on the Future

According to statistics published by the U.S. Department of Labor,

the number of employed managers and administrators is expected to reach 10.5 million in 1985, up from 8 million in 1972. This is a significantly higher annual rate of growth than occurred in the 1960-72 period. Changes in business size and organizations have caused the number of salaried managers to go up, while numbers of self-employed managers have declined. Demand for salaried managers is expected to continue to grow rapidly as industry and government increasingly depend on them. Technology will also contribute to their employment growth.[21]

By contrast, the number of self-employed managers is expected to decline as the trend toward larger firms continues. Women have been increasing as a proportion of all managerial workers. In April 1974, 18.6 percent of the workers in this occupation group were women: in 1959, women made up 15.5 percent of all managerial employees.[22] It is anticipated that the number of women--and minorities as well--in management will continue to increase in proportion to all managerial workers as movement into management is facilitated by an increase in role models, greater acceptance, and modified working conditions.

In recent years, corporations have experienced increasing pressure to promote women into management. An increased awareness on the part of today's women and minorities, as well as on the part of many corporations in conjunction with various civil rights laws, has forced industry to take a close look at the role of women and minorities in business. There seems to be a growing awareness of women and minorities as a resource and a growing realization that this segment of the labor force is not being fully utilized.

The interviewees were invited to support or refute the U.S. Department of Labor report predicting an increase in the participation of women and minorities in management, based on their understanding of the corporation they represent and on their knowledge of general business practices and principles. Both men and women are optimistic about the future of women and minorities in management. Men generally attributed the growing number largely to affirmative action and to economic, social, and political factors external to the women and minorities themselves. Women, for the most part--particularly young women--were optimistic to the point of enthusiasm about the future of women and minorities in management. Without exception, they believe that women can succeed despite considerable odds provided they are "educated, willing to work hard, and lucky."

Several women, speaking from years of experience, were somewhat less than enthusiastic about the future of women in business. In a corporation where she was previously employed, one woman noted that in the three levels of management there was a significant number only on the first level. Nevertheless, the two top first-level managers were both women, and the likelihood of their advancement to any significant level in the business was viewed as very unlikely. Although these women appeared to be aware of their status, "they were expected to stay out of loyalty." In another instance, one woman reported that an executive-level woman in one of her customer's firms was considered less competent than her female colleagues in the firm "because her hiring was viewed as political." This, as the interviewees noted, makes it difficult for other women to advance in management.

Another woman indicated that her salary is lower than that of a male employee with less responsibility. Although she has mentioned this to her supervisor, he does not offer a satisfactory answer. Further attempts on her part to achieve equity will, she fears, make working conditions increasingly unpleasant or result in her losing her job. One woman's predecessor worked her way up to first-level management and remained there for more than six years without receiving a promotion despite her "excellence in performance." Having experienced both overt and covert discrimination for years, one woman concludes, "I don't know if men and women ever will or can be equal."

NOTES

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APPENDIX

Sample Letters to Selected Corporations

Sample: Initial letter of inquiry
to selected corporations.

In response to an RFP presented by the National Institute of Education, Research for Better Schools (RBS) has written and received funding for its proposal addressing the general problem of women and minority under-representation in educational research and development. The RBS proposal is directed specifically toward expanding opportunities for advanced levels of training in educational research and development, especially that of promoting management training, management experiences, and a supportive institutional climate for women and minority group members.

RBS, in conjunction with the Wharton M.B.A. program, is developing an internship model for M.B.A. students. This model will bring Wharton students into RBS as managerial interns, and will address the particular needs of women and minorities for leadership role models, for supportive environment, and for access to leadership experience.

Because it is an experimental program, and because it is the first of its kind in RBS, we are finding it helpful to examine management training programs in other business, school, and industrial settings. For this reason, I am requesting any pertinent information, such as pamphlets and program/course descriptions of management training programs, offered to entry/advanced level employees under your direction.

I am most interested in management programs that focus on the special needs of women and minorities; however, information concerning any program offered that includes these groups will assist us in our endeavor. This information will be used as part of a survey on recent and available management training programs, with special reference to available management programs for women and minorities. Any appropriate information will be greatly appreciated.

Thank you for your cooperation.

Very truly yours,

Meredith Aul, Associate
Women and Minorities Training Project

MIA/lm

Sample: Follow-up letter of inquiry to selected corporations.

Late in January, I wrote to you, among other representatives of several corporations in the Philadelphia area, requesting information about any management training and development programs your corporation may have. This information was to be used to aid in the development of an experimental, federally funded program to promote management training and experiences for women and minority group members. Specifically, the program consists of an internship model that will bring Wharton M.B.A. students into RBS as managerial interns.

Because it is an experimental program, and because it is the first of its kind in RBS, the information received to date has proved to be very helpful in developing our program. This compilation of information has helped us to focus our needs into more definite areas. I am hopeful that, given more specific questions that address our need, it will now be convenient for you to reply.

I am especially interested in descriptions of any management development programs for staff, and in management training programs for new, college-educated management staff. I am also interested in such questions as these:

1. How is a candidate selected for management and what criteria are used?

2. If candidates do not come from "in-house" staff, how are they recruited?

3. How does a first-line manager become a second, a second-line become a third?

4. What are the responsibilities and duties expected of a first, second, and third-line manager?

5. How is employee/manager performance evaluated?

Because our program must be designed specifically for women and minorities, it would also be helpful to have some data as to the corporate structure of your business and some statistical data as to the percentage of employees on the various levels of management who are women and minorities. In addition, I am interested in your own ideas concerning the following questions:

- Do you see a noted difference in training needs among men, women, and minorities as revealed in your managers of both sexes?

- If so, what are these needs, and how can they be met?

- What do you see as characteristics of the successful manager?

If you care to reply to any of the above questions, or could send me any information such as pamphlets and program/course descriptions of management programs offered to entry/advanced level employees, it would assist us in our endeavor. This information will also be used as part of a survey on management training programs, with special reference to women and minorities in management. I assure you that information will not be identified with any particular corporation, and will be held strictly confidential.

Thank you for any information you can supply.

Sincerely,

Meredith Aul, Associate
Women and Minorities Training Project

Sample: Post-interview thank you to interviewees.

I wish to thank you for taking time to talk with me about the various aspects of management at _____. As I stated at our meeting, every new perspective on management training and development assists me and other project staff in making our experimental project a success.

Again, thank you very much.

Sincerely,

Meredith Aul, Associate
Women and Minorities Training Project